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Discussed in this Defense Language Institute (DLI) brochure are its intensive language programs' history, and its four schools, which are located in Monterey, California, Washington, D.C., Lackland Air Force Base, and Fort Bliss, Texas. Proficiency levels determined by the DLI and utilization of the audiolingual method are also described. Additional information specifically refers to increased need for instruction in Vietnamese and to the types of courses available in this language at the various institutes. (AF)

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한국어

LIETUVIŲ

فارسی

POLSKI

PORTUGUÊS

ROMÂNĂ

ภาษาไทย

УКРАЇНСЬКА

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEFENSE LANGUAGE INSTITUTE

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The Defense Language Institute manages the largest language training effort in the Free World—The Defense Language Program encompasses some 65 languages and 200,000 students annually for which the Institute is responsible for conducting full-time training and for exercising technical, or quality control, over the part-time programs.

The needs of our nation today demand highly skilled professional military forces capable of operating anywhere on the face of the globe. For these modern Armed Forces, a knowledge of foreign languages has become essential. Language skills support military operations, promote understanding between peoples, and are truly a soldier's sidearm for peace.

HEADQUARTERS
DEFENSE LANGUAGE INSTITUTE
WASHINGTON, D.C.

MODERN LANGUAGE TRAINING

BEGAN WITH WORLD WAR II

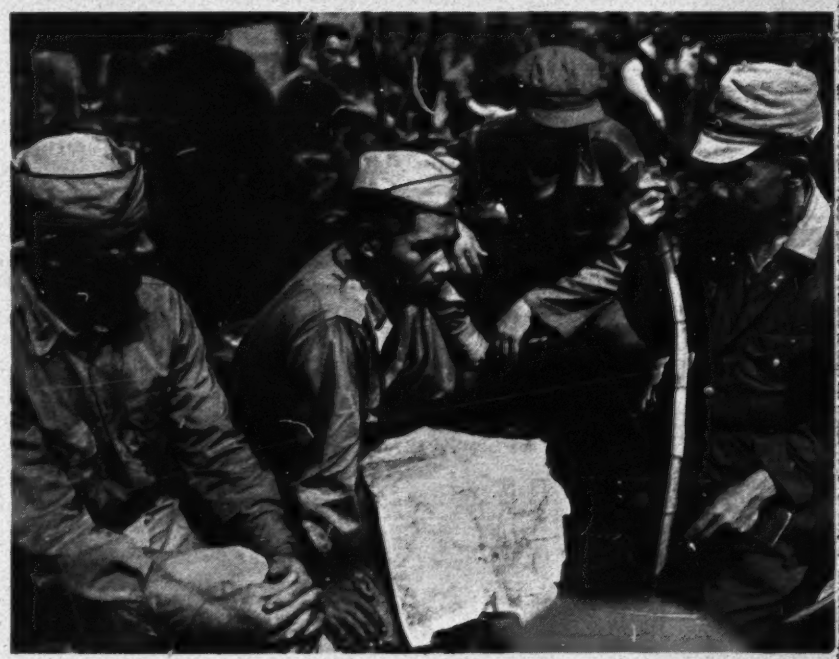
Before World War II, the Armed Services had reflected a common civilian attitude that Americans had no need to acquire conversation skills in foreign languages. They were neglected in civilian schools, and in the military, only a small group of officers had been sent to the Far East for three years of language study.

However, times were changing. Indicative of the growing concern in the academic world about the lack of adequate speaking skills in modern languages was the development by the American Council of Learned Societies (ACLS) of a new way to teach languages, the Intensive Language Program. The core of the plan was emphasis on acquisition of the spoken language in a relatively short time during many contact hours with an instructor.

Just months before Pearl Harbor catapulted the United States into war, a few officers of both the Army and the Navy alerted their Services to the virtual absence in the United States of people who could speak Japanese. As a result, the Army and Navy rushed secret plans for opening Japanese language schools which, under the press of urgent need, would adopt the principles of intensive study.

The Army and Navy chose different methods of supplying their language personnel. The Navy sought U.S. college graduates, preferably Phi Beta Kappas or students who had studied Japanese, for commissioning after a rigorous 14-hour-a-day, 14-month course. In contrast, the Army recruited Nisei (second generation Japanese-Americans) with at least elementary knowledge of Japanese for an intensive six-month course in refresher Japanese and military intelligence subjects. Later the Army, too, began a separate 12-month intensive Japanese school for non-Nisei officer candidates. All the schools employed native-speaking instructors.

Classes began in late 1941—the Navy opened its school on October 1 and the Army followed one month later. The military schools soon



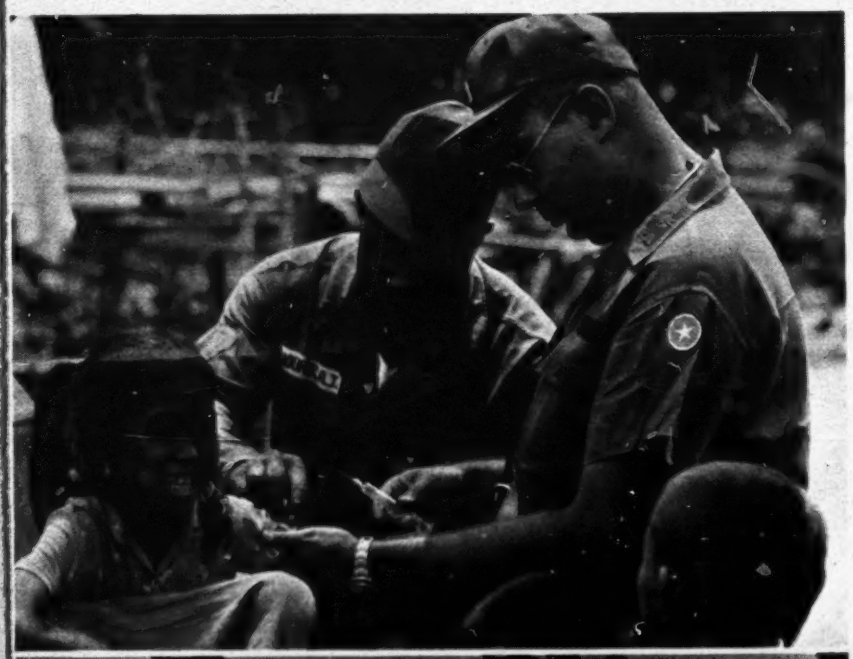
proved what had not been thought possible before—Americans could learn a language, even a difficult Oriental one, in a relatively short period.

The Army quickly recognized that it needed people trained in many more languages. Working with ACLS, the Army set up intensive training at more than 50 colleges and universities. This program, the Army Specialized Training Program (ASTP) for language and area study, led to the general but inaccurate use of the term "Army Method" to describe intensive training.

In addition, ACLS prepared teaching materials, later titled the "Spoken Language Series", for the United States Armed Forces Institute (USAFI). This series was the first major effort to produce materials for use with the new methods.

In all, the Services are estimated to have trained 15,000 people in foreign languages during the war period. More important for the future, their pioneering work firmly established the intensive, oral training method as a standard for language instruction.

LANGUAGE – ESSENTIAL SKILL FOR MODERN ARMED FORCES



Today, U.S. commitments have vastly increased Service language requirements. Defense alliances and the Military Assistance Program make it necessary for more than 750,000 servicemen to be stationed in more than 100 countries around the world. The ability to speak the language of the people among whom these soldiers, sailors, and airmen serve and live is one of the best tools in carrying out their duties and in projecting the image of America. Whether the objective is assistance, friendship, or defense against a potential enemy, communication through language is vital.

While we emphasize teaching foreign languages, we are helping thousands of foreign military personnel learn English. For them English is the key to attending U.S. Service schools and to the operation and maintenance of U.S.-supplied equipment. Helping those countries who need it in Teaching English as a Foreign Language (TEFL) is one of the most important exports of the Military Assistance Program (MAP).

The Defense Language Program is an immense effort which encompasses all of the world-wide language training activities of the Armed Forces. The program provides both full-time and part-time courses in 65 to 70 languages for servicemen students scattered across the globe from the Iron Curtain to the Bamboo Curtain. These are enrollment figures for a typical year:

THE DEFENSE LANGUAGE PROGRAM

Foreign languages for U.S. personnel:

—8000 enrolled in full–time Defense Language Institute Programs.

—100,000 enrolled in command-operated full-time and part-time programs.

Not included in the program are military students, including those at the military academies, taking college courses for academic credit.

English Training for Foreign Military Personnel:

—2000 enrolled in CONUS full-time training.

—100,000 enrolled in overseas schools receiving U.S. assistance.

THE DEFENSE LANGUAGE INSTITUTE

The Defense Language Institute was created to manage the Defense Language Program and to provide the most effective and economical language training for the Armed Services.

The Institute became operational on July 1, 1963, after the Secretary of Defense in 1962 directed consolidation of the Services' separate language training efforts. The Department of the Army was appointed as the executive agency for the program, and the Institute comes under the staff supervision of the Deputy Chief of Staff for Personnel.

The Institute received a two-fold mission:

To conduct the full-time language training;

To exercise technical control of all other language training in Department of Defense, except that at Service academies.

In exercising technical control over the command-operated language programs and the Military Assistance Program English training, the Institute has authority to approve:

course objectives course content
methodology
materials tests training aids
instructor qualifications
language laboratory equipment

Army, Navy, and Air Force personnel, professional civilian linguists and educators, and a predominantly foreign-born faculty make up the staff of the Institute.

"The Headquarters commands four schools the West Coast Branch, Presidio of Monterey, Calif., the East Coast Branch Washington, D. C., the English Language School, Lackland AFB and the Support Command, Ft Bliss, Tex.

The headquarters also exercises the technical control mission, plans and supervises development of materials and tests, directs research projects, evaluates training, and manages resources allocated for the language program to insure the most effective use of the facilities, funds, and personnel in meeting the language training requirements of the Services.

Additional full-time foreign language training beyond the capacity of the two foreign language schools is contracted for at the Department of State Foreign Service Institute, Syracuse and Indiana Universities and commercial schools.

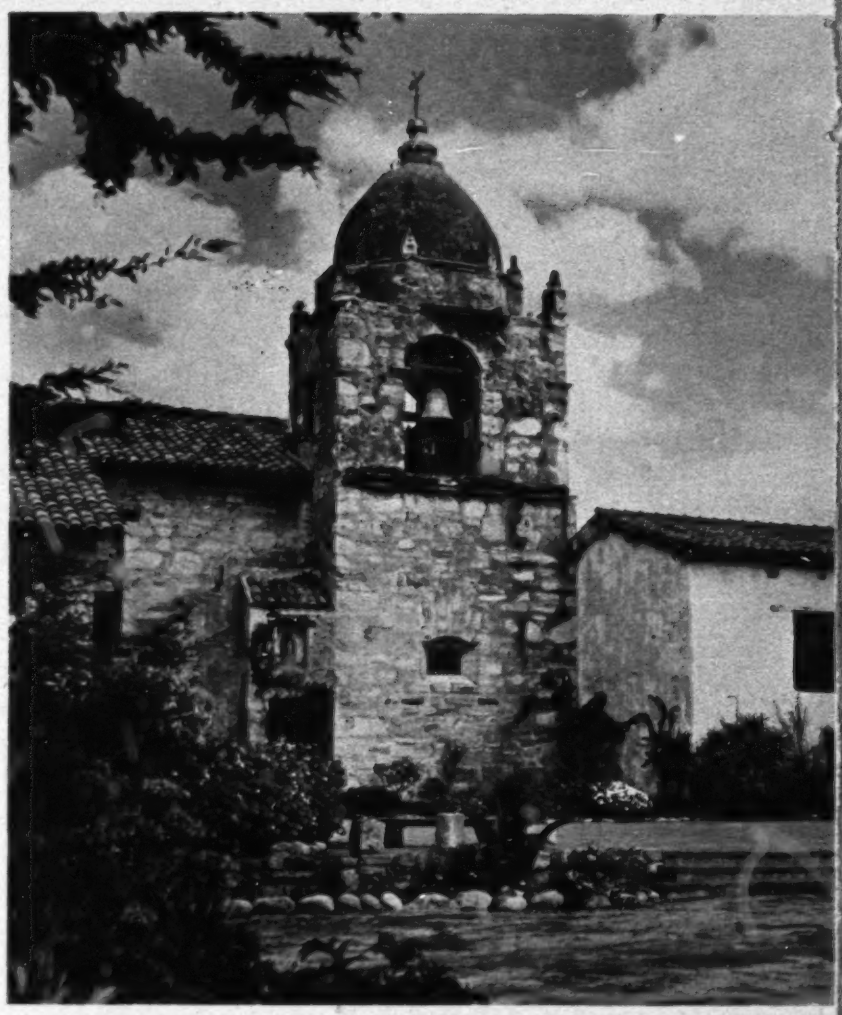
[redacted]

DEFENSE LANGUAGE INSTITUTE
WEST COAST BRANCH ~~FOREIGN LANGUAGE SCHOOL~~ (MONTEREY)

The largest school of its kind in the free world, the ~~Foreign Language School~~ WEST COAST BRANCH (Monterey) trains about 4,000 military personnel each year in 25 languages. The size of the student body and the faculty of approximately 450 foreign-born teachers make it an institution unique among military and civilian schools.

Initially named the Military Intelligence Service Language School, it was founded by the Army in a hangar at the Presidio of San Francisco, California, a month before the Japanese fleet sailed for Pearl Harbor. Later moved to Camp Savage and then Fort Snelling, Minnesota, the school graduated about 6,000 Japanese interpreters and translators, most of them Nisei, for operations in the Pacific. A basic six-month course taught refresher and military Japanese and intelligence subjects. To meet a need for American speakers of Japanese the Army activated the Army Japanese Language School at the University of Michigan in January 1943. After an intensive 12-month course, the 780 graduates entered the Intelligence Language School.

In 1946, the school moved to its present location at the Presidio of Monterey and on September 1, 1947, was designated the Army Language School. At Monterey, as more and more languages were drawn into the curriculum, the school continued its proud tradition of staying in the forefront of professional language training developments.



In the past few years new academic buildings and dormitories have been constructed to replace some of the temporary buildings. Additional new construction, specifically designed for language training, is planned.

The ~~Foreign Language School~~ WEST COAST BRANCH (Monterey) occupies the historic Presidio of Monterey, one of the oldest military posts in the United States. The area was first claimed for Spain in 1542, and a Spanish fort was erected there in 1770 at the same time that Father Junipero Serra founded the mission. In 1846, Commodore John Drake Sloat landed at Monterey Bay and raised the American flag, claiming California for the United States.

DEFENSE LANGUAGE INSTITUTE

~~FOREIGN LANGUAGE SCHOOL~~ EAST COAST BRANCH (WASHINGTON, D.C.)

The ~~Foreign Language School~~ EAST COAST BRANCH (Washington, D.C.) is successor to the oldest military language school which the Navy opened at the University of California at Berkeley in October 1941. Because the Japanese faculty had to be evacuated from California, the school was moved a few months later to the University of Colorado at Boulder. It was reputed

to have a student body recruited from the top five percent of the college population. By 1946, about 1200 men and women officers had graduated from the intensive 14-month Japanese course at the Naval School of Oriental Languages. Additional small numbers were trained in Chinese, Russian, and Malayan. Late in the war, a second branch of the school was established at Stillwater, Oklahoma.

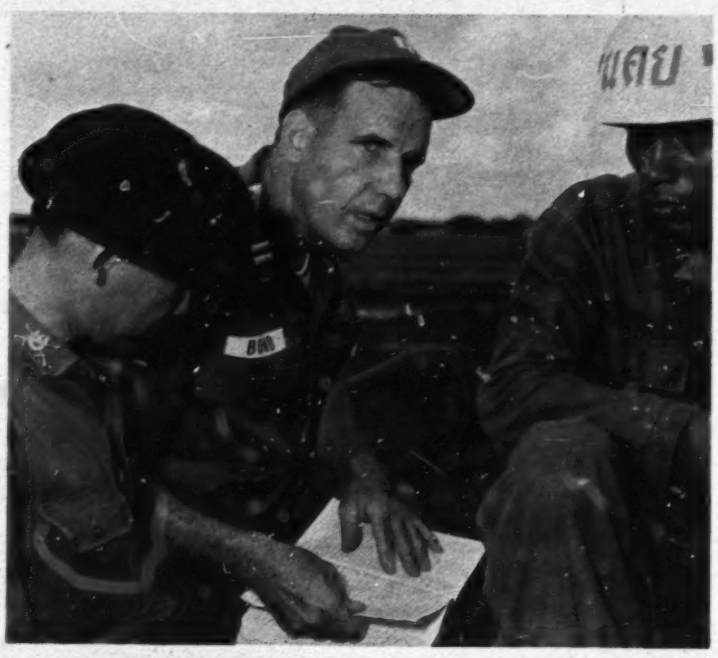
In 1946, the school was transferred to Washington as the Language Department of the Naval Intelligence School. Some 12 languages taught by native instuctors were included in an expanded curriculum.

Under DLI, the Washington school has the mission of providing basic courses in 10 high volume languages. The school enrolls about 400 students yearly and administers contract training for 900 additional students in Washington.

IT IS

Collocated with DLI Hq at the Anacostia Annex of the U.S. Naval Station, ~~this school is scheduled to move to El Paso, Texas, where facilities will be available for an increased student load.~~

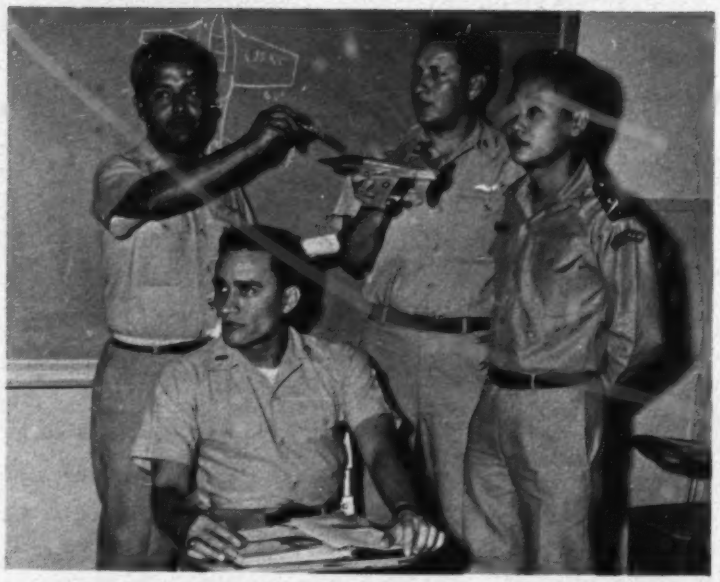
ENGLISH LANGUAGE PROGRAM



For more than a decade, the U.S. Armed Services have been involved in English language training in order to meet requirements of the Military Assistance Program (MAP) for English-qualified foreign military personnel. This program is now estimated to include 100,000 students annually and is conducted with MAP aid in 48 foreign countries and the United States.

The Defense Language Institute exercises technical control over this assistance by providing course materials, professional guidance, instructor training and coordinating the procurement and installation of DLI-approved language laboratories. These services are available through Grant-Aid and/or Military Assistance Sales.

ENGLISH LANGUAGE SCHOOL



The English Language School is the Defense Language Institute's prime school for English and source of instructional materials for more than 100 Military Assistance Program-supported English language schools in friendly nations all over the world.

The school grew out of the five-week preflight school for Allied Students established by the U.S. Air Force at Lackland Air Force Base, Texas, in October 1952. The instruction was bi-lingual for the few nations represented at that time. By 1955, bi-lingual instruction was impractical for the increasing number of students from many nations; therefore, the school began to develop techniques for teaching English.

In 1964, the school was brought under DLI's technical control and its mission broadened to include providing English training for Army, Navy, and Marine Corps sponsored foreign students as well as those sponsored by the Air Force. The English Language School ~~is being~~ transferred from the Air Force to DLI in 1966~~, and will be relocated at El Paso, Texas~~. The school employs about 80 instructors for the 2000 students who attend each year.

The English School's activities are in two areas: resident training and overseas support. The American Language Course, developed by the school, consisting of about fifty volumes, more than 600 tape recordings, and tests, is the basis for the programs.

Resident instruction follows the same intensive, six-hour day schedule used in other DLI schools. Emphasis remains on the spoken language gained through audio-lingual techniques. The curriculum is divided into three phases:

Elementary phase—seven weeks of basic language instruction.
Intermediate phase—eight weeks of training to increase comprehension to levels for attending Service schools.
Specialized phase—five to seven weeks of introduction to technical terminology for the technical courses students will attend.

The Overseas Section sends experienced adviser-instructors abroad to assist other nations in establishment and operation of their own English schools. It also conducts pre-service training for new instructors and a 27-week course to prepare foreign personnel as English instructors.

The Development Branch prepares all materials, including instructor's guides, visual aids, tapes, and tests. The branch also constructs and validates the English Comprehension Level tests used to test and select foreign students for training in the United States.

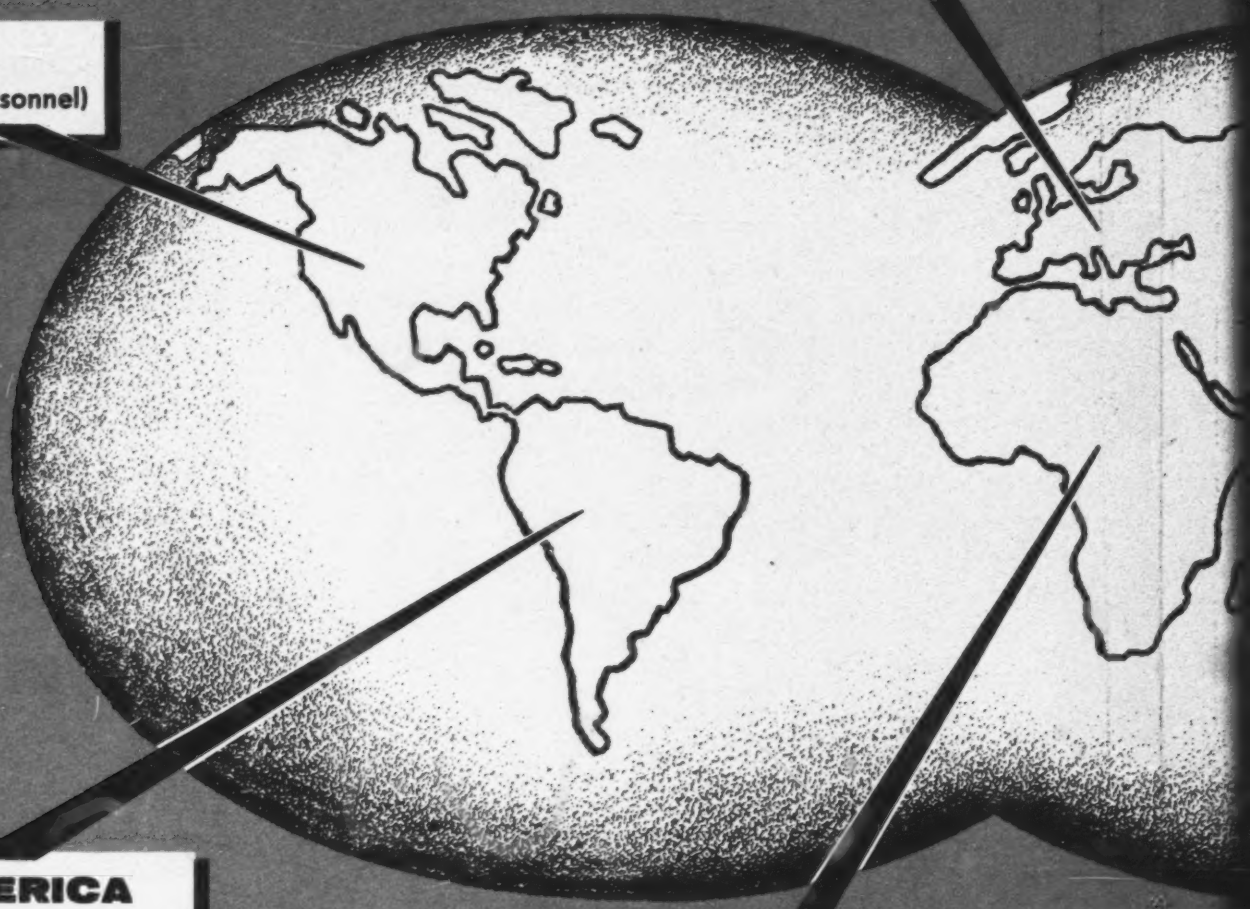
LANGUAGES OF INTEREST TO D

EUROPE

NORTHERN	EASTERN	WESTERN
Danish**	Albanian*	Dutch**
Estonian	Bulgarian*	Flemish**
Finnish**	Czech*	French*
Icelandic	Greek*	German*
Latvian	Hungarian*	Italian*
Lithuanian	Polish*	Portuguese*
Norwegian**	Romanian*	Spanish*
Swedish**	Serbo-Croatian*	
	Slovak**	
	Slovenian**	

ENGLISH

(For foreign military personnel)



SOUTH AMERICA

Portuguese* Spanish*

AFRICA

Afrikaans**	Malagasy**
Hausa**	Somali
Kongo**	Swahili*
Rundi**	Twi
Lingala**	

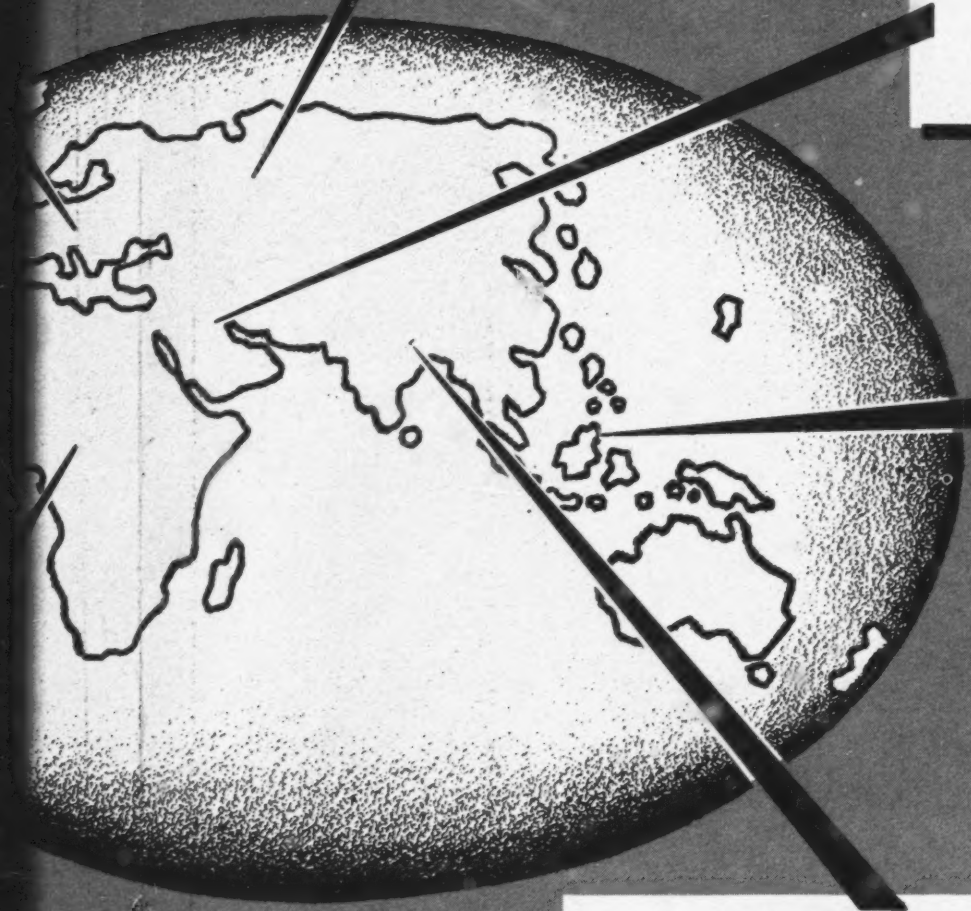
T TO DEPARTMENT OF DEFENSE

RUSSIA

Russian*
Ukrainian**

MIDDLE EAST

Amharic**
Arabic*
Armenian**
Hebrew**
Kurdish
Persian*
Pushtu**
Turkish*



FAR EAST

Burmese**
Cambodian**
Chinese-C*
Chinese-M*
Chinese-F**
Indonesian*
Japanese*
Korean*
Laotian**
Malay**
Tagalog**
Thai*
Tibetan**
Vietnamese*

SOUTH ASIA

Bengali
Hindi**
Nepali
Singhalese
Urdu**

gasy**
ali
hili*

*Current in-house training
**Current contract training

PROVIDING LANGUAGE SKILLS FOR MILITARY NEEDS

Defense Language Institute training is designed to provide the functional language skills required by a soldier, sailor, airman, or marine in order to carry out his duties effectively. For adults, learning a new language requires hard work and high motivation as a language is a complex communication system involving mental and psycho-motor skills. New habits of speech and of thinking must be instilled in order to use the new language easily.

Learning a language involves four language skills

COMPREHENSION
SPEAKING
READING
WRITING

LANGUAGE PROFICIENCY

Language proficiency is rated throughout the government on a standard scale of 1 to 5 for each of the four language skills. These definitions of speaking skills also apply generally to comprehension, reading, and writing.

S–1 Level. *Elementary Proficiency*. Use of the language sufficient to satisfy routine travel needs and basic courtesy requirements.

S–2 Level. *Limited Working Proficiency*. Use of the language sufficient for most social situations and limited military requirements.

S–3 Level. *Minimum Professional Proficiency*. Sufficient command of the language to handle with ease general conversation and professional discussions in a special field.

S–4 Level. *Full Professional Proficiency*. Fluent and accurate use of the language at all levels pertinent to Service needs.

S–5 Level. *Native or Bi-Lingual Proficiency*. Command of the language equivalent to that of a well-educated native speaker.

TYPES OF COURSES

The Defense Language Institute offers four types of courses which are tailored for specific needs of the Department of Defense.

BASIC—Basic courses are offered in all languages with courses in 25 high-volume languages taught in-house. Basic course lengths vary from 24 to 47 weeks depending on the difficulty of the language for English-speakers. The course objective is Level 3 proficiency in all four language skills except for those languages with difficult writing systems where Level 2 proficiency is the objective for reading and writing. The 24-week basic courses contain about 2000 vocabulary groups or lexical items of which 500 are military terminology. The student is taught the cultural complex within which the language is spoken.

SHORT—Short courses are taught in several languages when minimum knowledge of a language is acceptable. These courses, usually 12 weeks in length, are for achievement of S–1 level proficiency with emphasis on military terminology.

AURAL COMPREHENSION—Aural comprehension courses emphasizing understanding of the spoken language and the ability to transcribe it rapidly are available in more than 20 languages. These courses are generally several weeks shorter than basic courses in the same language, for instance, 37 weeks instead of 47 weeks.

INTERMEDIATE AND ADVANCED—The Institute offers intermediate and advanced courses in four of the more difficult languages —Chinese, Russian, Korean, and German—for students who have completed the basic course and served a tour where they used the language.

Refresher training courses are provided as required.

PREREQUISITES

Each Service establishes criteria and selects personnel for attendance in DLI full-time courses. These are minimum requirements:

—High school graduate or GED equivalent

—Score of 18 on Language Aptitude Test

—No speech impediment or hearing defect

TRAINING FOR WIVES

Many military schools are coeducational, but DLI is probably the only one that enrolls wives in the same courses as their husbands. Congress has authorized and DLI encourages language training for women accompanying their husbands overseas because the approximately 130,000 adult dependents in foreign language areas are a part of the U.S. team. Priority for this training goes to wives of attache, MAAG, and Mission designees and designees for international headquarters.

TRAINING

The Defense Language Institute employs the audio-lingual method in intensive training. This methodology has four key components:

—The spoken language stressed

—Many contact hours with an instructor

—Instructors with native fluency

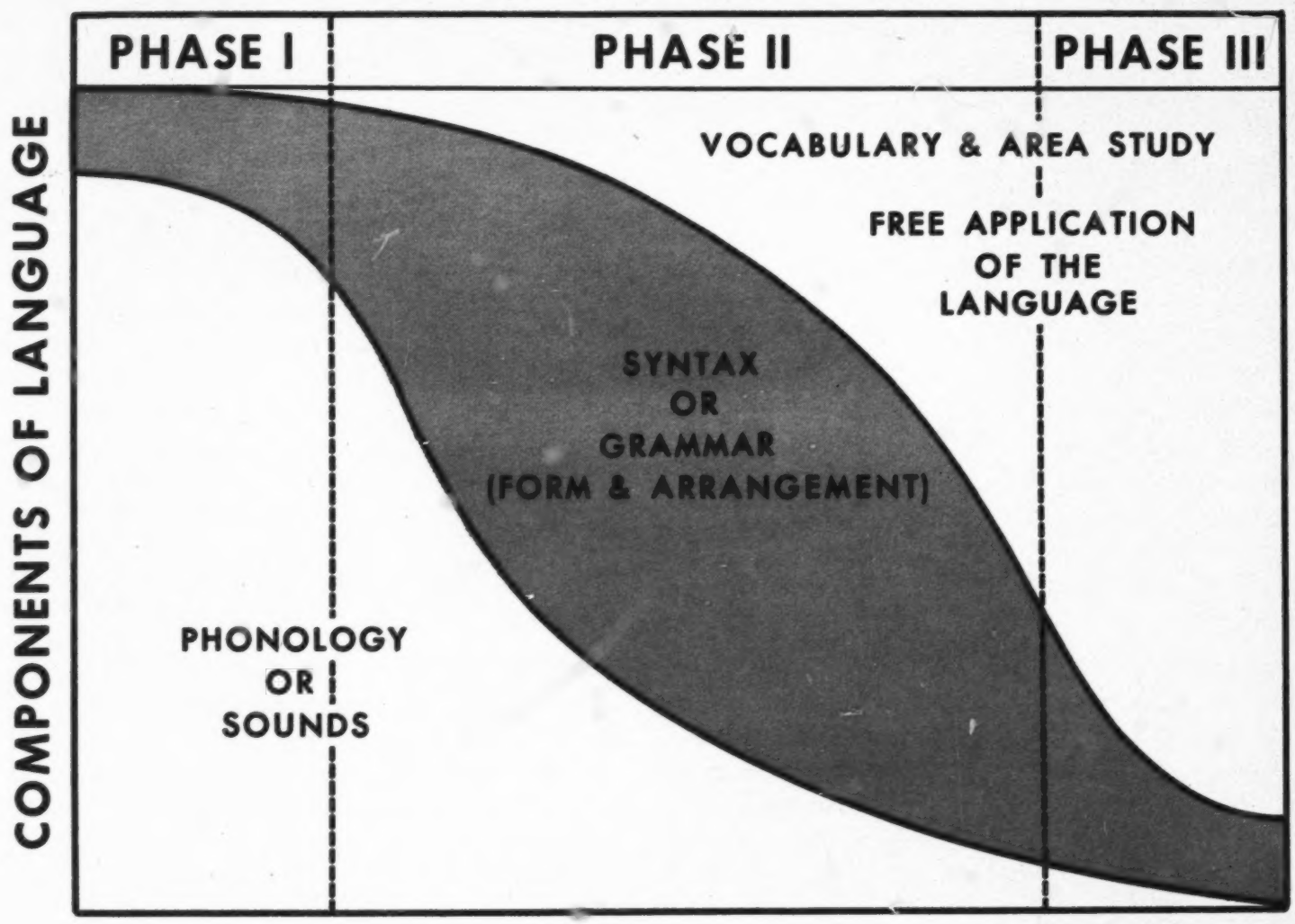
—Small class sections of six to eight students

DLI courses are organized into three phases. The chart below shows how the initial emphasis is on sounds and pronunciation, then gradually shifts to integration of form and arrangement, followed in the final phase by expanding vocabulary and area study.

INTENSIVE STUDY

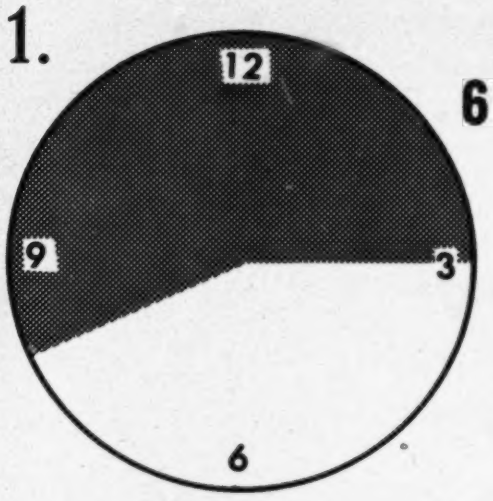
DLI students attend class 30 hours each week. There are a total of 342 contact hours in a 12-week course, 690 in a 24-week course, and 1380 in a 47-week course. By comparison, a student in a normal college course would attend only 108 contact hours each year.

COURSE STRUCTURE

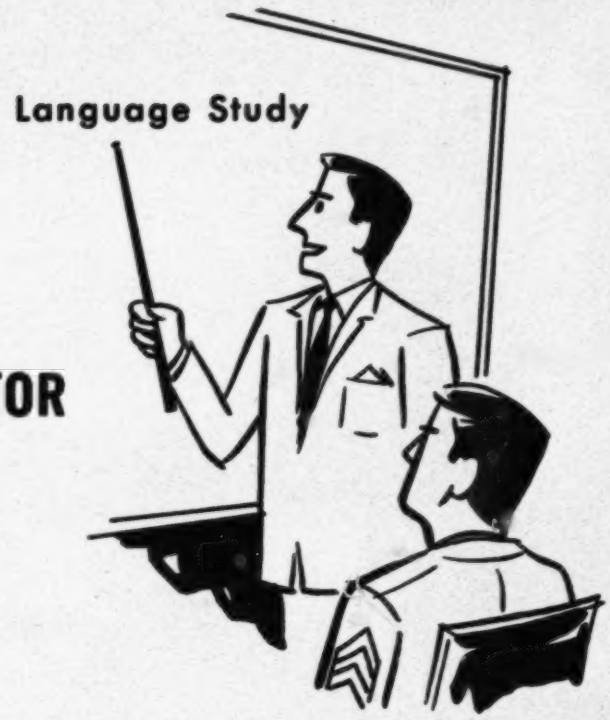


WHAT IS INTENSIVE TRAINING?

1.



6 HOURS A DAY WITH INSTRUCTOR



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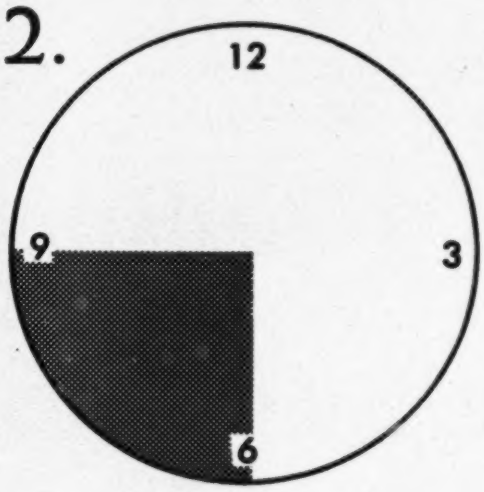


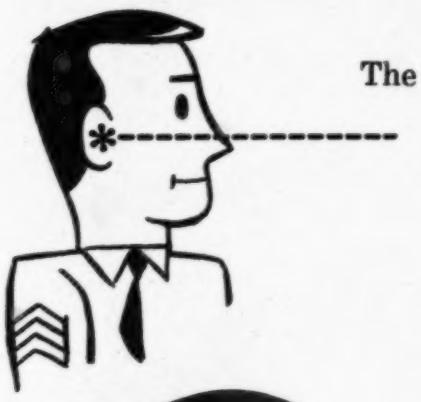
3 HOURS A DAY STUDY

3.

FOR 24 TO 47 WEEKS

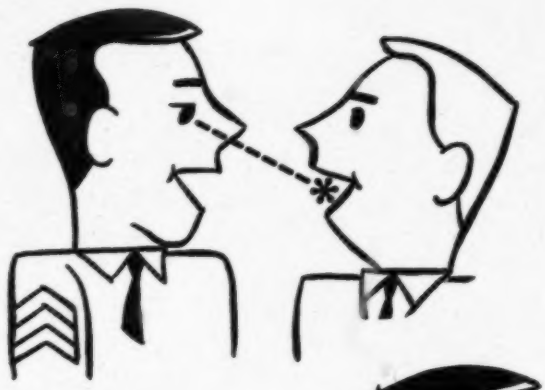
Jan	Feb	Mar	Apr
May	Jun	Jul	Aug
Sep	Oct	Nov	Dec

THE AUDIO LINGUAL METHOD

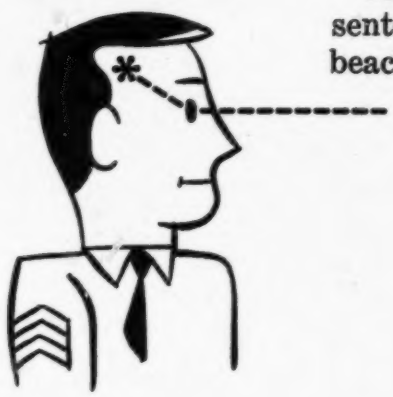


The beginning student must—

LISTEN—From the first hour of class the DLI student hears the language as spoken by an educated native. Normal inflection and speed are used to avoid distortion.



MIMIC—The student immediately begins to mimic the native speech models in order to instill correct habits of pronunciation and speech reproduction.



MEMORIZE—The student must memorize sentences and dialogues to establish a language beachhead for further learning.

Tools of audio-lingual training include—

DRILLS in sentences, dialogues, and pattern variations instill automatic use of the language —the same automatic response a drill instructor expects on the parade ground. After basic patterns and structure are mastered, the student can proceed to more and more controlled substitution and eventually to free speech.

STRUCTURE AND GRAMMAR are introduced inductively in the dialogues and pattern drills without formal emphasis on rules.

WRITTEN LANGUAGE learning follows more readily when the spoken language has been acquired. Complicated writing systems, such as in Chinese and Arabic, present special problems. Translation activities are included only after the student has good control of the spoken language.

REAL-LIFE situations the student will meet in the country whose language he is learning are the basis for lesson materials. Subjects include meeting people, ordering meals, traveling, and military activities.

AUDIO-VISUAL AIDS—illustrations, models, films, other realia, and mock situations—convey meanings, and are the basis for activities which require the student to use the language.

THE LANGUAGE LABORATORY

The Language Laboratory forms an integral part of the DLI training. Recordings permit unlimited practice with correct native models for the student to hear and imitate. In the laboratory all students practice simultaneously, each at his own rate, and both the student and the instructor monitor progress. Students normally spend two of their six class hours each day in the laboratory.

Home study continues with tape recorders and language tapes furnished by the Institute.

CULTURAL ASPECTS

All languages are products of the culture in which they developed; therefore, for true understanding of the language and country in which he will be serving, the DLI student must understand the people and the customs of that culture. This information is integrated in DLI training beginning with lesson one of each course.

EXAMINATIONS

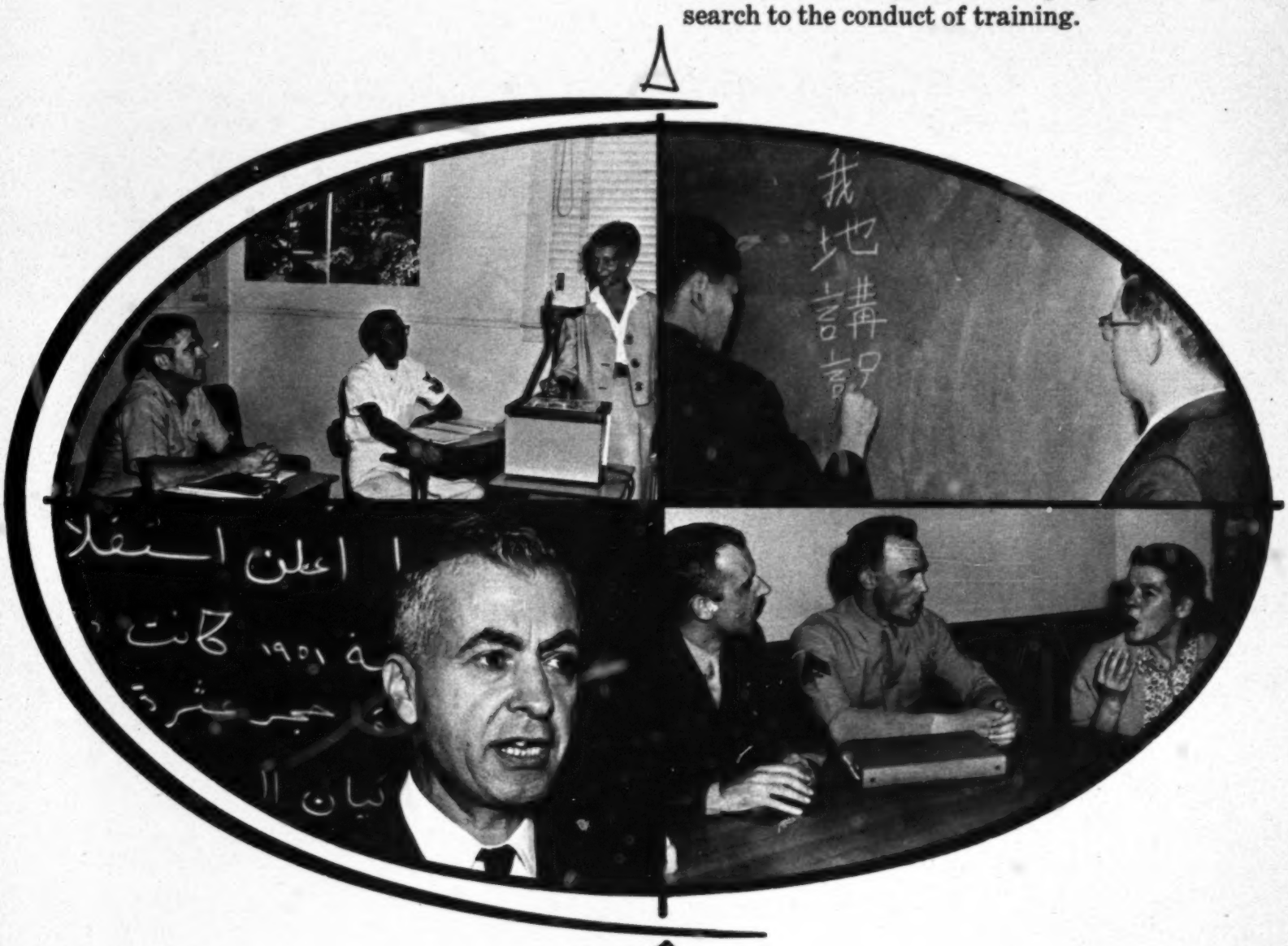
Oral and written examinations are given frequently throughout the course to keep the students and the faculty informed of progress. A final comprehensive examination measures ability in all four language skills.

ACCREDITATION

All Defense Language Institute courses are recommended for college credit. The Committee on Accreditation of Service Experience of the American Council on Education evaluated the courses and published recommendations to colleges and universities on the number of credit hours to be awarded. Acceptance of these recommendations is the prerogative of the college to which a student applies. The committee has further recommended that DLI basic courses be considered as meeting the language requirement for advanced degrees. The ~~Foreign Language Center~~ WEST COAST BRANCH (Monterey) is an associate member of the Western College Association.

PROFESSIONAL STAFF

A small group of scientific linguists and educators, headed by the Academic Adviser to the Director, provide professional guidance and direction for all aspects of the program from research to the conduct of training.



FACULTY

A unique faculty, numbering approximately 500 men and women, each with native fluency in the language he teaches, form the teaching staff of the Institute's two foreign language schools. They constitute an indispensable ingredient of DLI's training method by providing the correct models of the spoken languages and by orienting their students to the customs and culture of their countries.

Native fluency in a language is only the basic requirement for members of the faculty. A bachelor's degree or equivalent, graduate study in languages, and teaching experience are normal requirements. All faculty members must also speak English. The Institute conducts an in-service program to orient new faculty members on the audio-lingual methodolgy and to keep the entire faculty abreast of developments in applied linguistics. Instructors are given Excepted Civil Service appointments.

Members of the faculty come from more than thirty-five countries around the world although the majority are now U.S. citizens.

The English Language School employs Americans for the faculty through competitive Civil Service appointments.

RESEARCH AND STANDARDS

The Defense Language Program is professionally supported as well as or better than any other language program. DLI maintains quality control and professional excellence by continual research, evaluation, and by consultation with recognized professional authorities.

The Institute maintains close liaison with agencies and organizations involved in these fields.

Current projects include:

Evaluation, revision, and up-dating of all current DLI language courses.

Development of a new series of basic conversational courses for Overseas Language Training Programs and for the United States Armed Forces Institute.

Research and development of self-instructional language courses for distribution through the United States Armed Forces Institute.

Evaluation and development of short courses for operational use.

TESTS

In carrying out its responsibility for language aptitude and proficiency tests, DLI has standardized the best available tests for use by all Services.

Development of an entirely new series of Defense Language Proficiency Tests (DLPT) was begun by DLI in the last half of 1965.

LANGUAGE LABORATORY EQUIPMENT

The Institute has been charged with responsibility for setting and administering standards for language training equipment for use throughout the Defense Language Program. DLI's specifications for this equipment are the most comprehensive and advanced available. The Institute annually makes bulk procurement of language laboratory and tape recorders for all commands of the Armed Services that need this equipment. In the past, DLI has purchased this quality-assured equipment at one-third less cost to the commands than similar equipment if procured elsewhere.

COURSE MATERIALS

The Institute prepares and publishes its own teaching materials (texts, tapes, and audio-visual aids) required to meet the needs of adult, military language learners being instructed by the DLI method. All materials are carefully integrated for effective learning. Preparation of materials is a major task accomplished by trained course developers. For example, each 47-week course requires nearly 1400 hours of instructional materials in the basic text plus the supporting materials.

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Attachment I

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GENERAL FACTSHEET

The Defense Language Institute manages the largest language training effort in the Free World -- The Defense Language Program. The entire program encompasses some 62 foreign languages and major dialects plus English for about 200,000 students annually.

Background

The Department of Defense established the Defense Language Program (DLP) in October 1962 and brought all language training in the Armed Forces (except at the Service academies) under the single manager authority of the Secretary of the Army. To manage this program, the Defense Language Institute (DLI) was created and became operational 1 July 1963 as a Class II activity of the Department of the Army under the jurisdiction of the Deputy Chief of Staff for Personnel.

Prior to 1962, the Services had separately managed their own language programs; and although they produced many well-trained personnel, the duplication caused by multiple programs was uneconomical. In addition, there was no central agency from which the Services could obtain direction or assistance in language training matters or which could represent the Department of Defense to the academic community.

The Defense Language Institute was created to fill these needs and to standardize, improve, and increase economy in the conduct of foreign language training in DOD. DLI was given the same mission in the area of Teaching English as a Foreign Language to foreign military personnel.

Full-time Foreign Language Program

The Services require full-time foreign language training for over 10,000 personnel annually to fill positions in which knowledge of a language is necessary. About three-fourths of this requirement is met by the three schools DLI operates--the West Coast Branch (DLIWC) at the Presidio of Monterey, California, the Free World's largest language training center, the East Coast Branch (DLIEC), co-located with the DLI Headquarters at Washington, D.C., and the Support Command (DLISC), Biggs Field, Fort Bliss, El Paso, Texas. To meet the remainder of the requirements, DLI contracts with the Foreign Service Institute of the State Department, universities, and commercial schools.

DOD agencies requested training in 55 different languages for FY68. The "big 8" are: Vietnamese, the largest requirement; Russian, second this year; Spanish; Chinese; German; Thai; French; and Korean. These eight languages account for 83% of the total language program. Forty-seven other languages comprise the remaining 17%.

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The DLI schools are currently running basic courses of from 24 to 47 weeks in 25 languages. Students in these courses achieve the minimum professional proficiency required for advisory duties and other similar positions. Intermediate and advanced courses are available for additional proficiency in a few of the more difficult languages. Some short courses, usually 12 weeks in length, are provided to meet requirements for minimum language proficiency. DLI enrolls qualified DOD personnel selected by the Services and some other government employees on request of their agencies. DLI students have no other duties except to learn the language during this type of training.

Part-Time Programs

DLI exercises technical control over all other language training in the Department of Defense, except that at Service academies. "Technical Control" includes the authority to approve training programs, training methods, instructor qualifications, text materials, course content and objectives, and authority to develop and administer standards for language aptitude and proficiency tests.

The enrollment in the part-time foreign language programs is about 100,000 students each year. Part of these are in command-operated sub-programs conducted on duty time to meet mission requirements. Examples are the language training at the John F. Kennedy Special Warfare Center, Fort Bragg, N.C., and the Naval Amphibious Base, Coronado, California. The majority of the other personnel studying languages are enrolled in General Education Development programs at Defense Installations around the world.

English Program

Teaching of English as a Foreign Language (TEFL) for foreign military personnel, the second major language training program over which DLI has operational control, has an annual enrollment estimated at 100,000. This training is conducted under the Military Assistance Program in approximately 50 countries overseas and at the Defense Language Institute English Language School (DLIELS) at Lackland Air Force Base, Texas.

Research and Development

As the Defense Language Institute is charged with providing efficient, economical language training, DLI is continuously involved with research and development activities that will improve the training and reduce its cost while achieving the specific language skills required by Department of Defense. DLI employs intensive training using the audio-lingual method based on the latest advances in applied linguistics with emphasis on the comprehension and speaking skills. So that it will have materials suitable for the audio-lingual method in teaching adult, military personnel, DLI develops and produces nearly all of its own course materials, including tests, texts, visual aids, and tapes.

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Attachment II

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VIETNAMESE LANGUAGE TRAINING

Because of the current situation, the Defense Language Institute this year in its Department of Defense program is training more Servicemen to speak Vietnamese than any other language. Of the more than 10,000 Service personnel scheduled for language training in the Defense program, 44% will be in Vietnamese studies. Russian is the next highest accounting for 14.8% of the total annual enrollment, followed by Spanish 7.5% and Chinese 6.9%. All other languages accounting for the remaining 26.8%.

Language Description

Vietnamese is considered a moderately difficult language for Americans; harder than Spanish for instance but easier than Chinese. Like Chinese, Vietnamese is a tonal language; the number of tones varies with five in the Southern (Saigon) dialect and six in the Northern (Hanoi) dialect. The Vietnamese use tones to indicate word meanings. A word spoken with one tone has an entirely different meaning than the same word spoken with another tone. Unlike Chinese, Vietnamese uses the Roman alphabet which makes reading and writing easier for Westerners.

Types of Courses

The intensive DLI 47-week basic Vietnamese course develops the student's proficiency to a level which enables him to take part in general and wide-ranging conversations with a native speaker. The instruction encompasses 1,410 classroom hours plus approximately 470 hours of homework. Reading and writing skills are also developed.

The 37-week Vietnamese course is also offered which emphasizes comprehension of the language rather than speaking.

A 12-week Vietnamese course (360 hours) was developed because of the reduced training time available for large numbers of personnel going to Vietnam. Graduates of this course attain what is termed a sub-fluency level of proficiency. They are able to cope with limited needs such as asking directions, time, etc., and can use basic military terminology required to accomplish their mission.

Students attend classes six hours a day with approximately three hours of home study. All instruction is conducted by qualified native speakers of the language.

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General Information

Full-time training in Vietnamese is conducted in three of the Institute schools - The West Coast Branch located at the Presidio of Monterey, California, the East Coast Branch in Washington, D.C., and the Support Command, Biggs Field, Fort Bliss, El Paso, Texas. Additional full-time courses are arranged at the Foreign Service Institute of the State Department and at commercial schools.

The Defense Language Institute has also developed 120 to 150 hour tactically-oriented courses which are taught at the John F. Kennedy Center for Special Warfare, Fort Bragg, N.C., the Naval Amphibious Base in Coronado, California and at the U.S. Marine Corps Base, Camp Pendleton, California. The Institute exercises technical control over these language programs.

Of the 44% who will undertake Vietnamese on a full-time basis, current training requirements set the following breakdown by military services:

Army - 70.7%

Marine Corps 24.1%

Navy - 3.0%

Air Force - 2.2%

Assignment to a Vietnamese language course is dependent on the fluency levels the military services desire and the type of the job the student will be required to undertake on completion of language studies.

Vietnamese Training at DLIWC, Presidio of Monterey, California

Vietnamese was added to the curriculum of DLIWC (then known as Army Language School) in 1955. Fifty-two students were enrolled in the first class. Enrollment continued on this level until about 1961 when it began to increase. It further increased after July 1963 when the school came under the operational control of the DLI and with the introduction of the 12-week Vietnamese course, designed especially for military advisory personnel assigned to Vietnam. DLIWC gives instruction in all types of Vietnamese courses discussed earlier.

Today DLIWC's average enrollment in the Vietnamese courses is about 400 students representing all military services, an increase of about 200 over the enrollment of a year and a half ago.

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Attachment III

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DLI METHODOLOGY

The primary objective of Defense Language Institute language training is to give the student the ability to comprehend the spoken language and to converse effectively with native speakers of the language. To obtain these results most effectively in the shortest time and at the lowest cost, DLI provides intensive training using the audio-lingual method. Courses are built in three phases leading to a functional or working control of the language and its various systems.

The student is introduced first to the phonology, or sounds, of a language, always at the normal conversational speed and inflection of the contemporary spoken language. He immediately begins drills enabling him to reproduce automatically the model presented by the instructor, who is himself a native speaker of the language. Only after the student aurally perceives the sounds of the language and reproduces them accurately, is he introduced to the written language.

The language laboratory is an integral part of the audio-lingual methodology. It provides endless, tireless repetition of authentic speech models for the students to imitate. It also permits both the instructor and the student to monitor individual progress during active simultaneous participation by the entire class.

Classes are limited to eight students so that every student may participate orally to the maximum extent possible. During the beginning phases of acquiring the language the student is taught not to ask why, but to actively use the language, not to translate or think in English, but to react and think in the new language. In this way he learns automatically, to hear sounds, to imitate sounds, to understand meanings, and to make variations in "model" sentences learned from situational dialogues. Specially sequenced "pattern" drills are practiced extensively to give the student automatic control over common grammatical structures.

Visual aids-pictures, objects, models (also called realia)-are important as they make it much easier for the instructor to convey meanings. In later phases of training students take part in mock situations, from barbershop to military actions, to help transfer their new language from the classroom to life situations.

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Once the student becomes proficient in understanding and speaking simple basic sentences, the intermediate phase of training begins. The student learns to go from simple to more complex sentences and structures maintaining grammatical accuracy. Conversational practice continues with gradually increasing scope.

In the third phase of training students work at control of a wider vocabulary and at learning the civilization of the country. Finally, they are capable of conducting or of translating normal technical or military conversations or of discussing current events, for instance, without effort and with good control in the language. DLI terms this the S-3 level of proficiency. A DLI graduate of a regular course leaves with a functional knowledge of a language upon which, once in the country, he can continue to develop to a higher level of proficiency.

The intensive training given at DLI schools is what makes it possible for DLI students to obtain this proficiency in 24 to 47 weeks, depending on the type or difficulty of the language, such as the range from French to Chinese. An average of nine hours a day study of the language characterizes DLI intensive training. Six of the hours are spent in classroom contact with successive instructors including two hours practice with language laboratory equipment. Students study three hours after each day's classes. This intensive study continues for the full length of the course to the exclusion of all other major military duties.

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DEPARTMENT OF DEFENSE
LANGUAGE PROFICIENCY LEVELS

Speaking Skill

S-0 Level. No practical speaking proficiency.

S-1 Level. Elementary proficiency. Ability to satisfy routine travel needs and minimum courtesy requirements. A person at the S-1 level should be able to order a simple meal, ask for quarters, ask and give directions, tell time, handle travel requirements and basic courtesy requirements.

S-2 Level. Limited working proficiency. Ability to satisfy routine social demands and limited military requirements. The speaker can handle with confidence, but not with facility, most social situations including introductions and casual conversations about current events, his work, family, and autobiographical information; can handle with confidence, but not with facility, limited military requirements.

S-3 Level. Minimum professional proficiency. Ability to speak the language with sufficient structural accuracy and vocabulary to satisfy representation requirements (e.g., Military Attache, certain MAAG or Mission officers) and handle professional discussions within a special field. Can participate effectively in all general conversation; can discuss particular interests with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar is good; errors never interfere with understanding and rarely disturb the native speaker.

S-4 Level. Full professional proficiency. Ability to use the language fluently and accurately on all levels pertinent to Service needs. Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary, but would rarely be taken for a native speaker; errors of pronunciation and grammar quite rare.

S-5 Level. Native or bilingual proficiency. Speaking proficiency equivalent to that of a well-educated native speaker. Has complete fluency in the language usually obtained through extensive residence in an area where the language is spoken, including having received part of his secondary or higher education in the language.

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Reading Ability

R-0 Level. No practical reading proficiency.

R-1 Level. Elementary proficiency. Ability to read elementary lesson material or common public signs. Can read material at the level of a second-semester college language course or a second-year secondary school course; alternately, able to recognize street signs, office and shop designations, (numbers, etc.).

R-2 Level. Limited working proficiency. Ability to read intermediate lesson material or simple colloquial texts. Can read material at the level of a third-semester college language course or a third-year secondary school course; can read simple news items with extensive use of a dictionary.

R-3 Level. Minimum professional proficiency. Ability to read nontechnical news items or technical writing in a specialized field. Can read news items or feature articles directed to the general reader; i.e., articles reporting on political, economic, military and international events, or standard text material in the general fields of military or social sciences.

R-4 Level. Full professional proficiency. Ability to read all styles and forms of the language pertinent to the Service needs. Can read moderately difficult prose readily in any area of the military or social sciences directed to the general reader with a good education (through at least high school level), and difficult material in a special field including official and military documents and correspondence.

R-5 Level. Native or bilingual proficiency. Reading proficiency equivalent to that of a well-educated native speaker. Can read extremely difficult and abstract prose, as well as highly colloquial writings and the classic literary forms of the language.